



History Curriculum – 2023-2024

At Woolton Primary School, we are working towards a History Curriculum that reflects the diverse and different experiences of all cultures and communities that have contributed to the historical development of Britain and the wider world.

During October, Black History is explicitly taught as the key theme. Throughout the year, the Black experience is an important prism through which historical events can be viewed.



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|------------------|--|--|---|
| Reception | <p>Autumn 1 – All About Me and my school Getting to know our family, our emotions, our new school environment, new friendships and our behaviour. Photographs from home. Understand how families are formed. Looking at changes in the environment. Exploring ourselves our similarities, differences and how we grow. Getting to know our school community and grounds. Black History Month</p> <p>Autumn 2 – What is above the clouds? Learning a sense of where we are from, other countries, how to look after our environment and what is beyond our planet. Spaceship has landed in school. Uses past and present tenses. Explores wider environments. Able to explain changes in environments. Begin to look at life in other countries. Understands what is beyond their view. Remembrance Day</p> | <p>Spring 1 – How big is the biggest dinosaur? Developing a greater understanding of the past and evolution of time. Dinosaur footprints/scratch marks/eggs has been left in the classroom. Explore varies habitats. Able to select own props during role play. Comparing living organisms. Exploring the meaning of the future. Burns Night</p> <p>Spring 2 – How do I grow a rainbow? Understanding growing plants, fruit and vegetables. Exploring what happens on a farm. Chick eggs have arrived in school. Explores simple mapping. Understanding multiple life cycles. Use language to explain observations of change. Explore and order evolution of time.</p> | <p>Summer 1 – What is the fastest way to travel? Exploring all types of transport on land, sea and air, and where they can take us. Special vehicle visit. Build up knowledge of movement. Discuss stories from our past and relate to present day. Identify some landmarks and locations. Expand curiosity thinking.</p> <p>Summer 2 – If I had a superpower what would it be? Enhancing imagination and storytelling. Some of our toys need rescuing. Experiment with various materials. Explore objects from our past. Recall some important people from the past. Begin to understand the meaning of directions. Visit to Speke Hall.</p> |



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|---|---|
| Year 1 | <p>Changes within living memory Homes-where we live Settlements Cultural and social history Historical enquiry Washing in the past easier or harder better or worse. Changes within living memory. What is the past? My house past and present (within living memory). Naming parts of a house and what they are used for? Use historical skills to answer questions about the past. How has technology in the house changed over time? Has the appearance of houses changed over time? Timeline. Famous homes. Speke Hall Famous people/events linked to significant historical events. Bonfire Night finding out how the sequence of events led to the capture of Guy Fawkes and the consequence of this.</p> | <p>Events beyond living memory Transport – how it has changed over time Movement of people Cultural environment and Social history Historical enquiry First moon landing –Why was it significant? Using historical skills to answer questions about the past. A study of modern day transport. How and why transport changes have progressed over time (trains, cars and rockets). Famous people linked to significant historical events. First rocket launch (Neil Armstrong and Buzz Aldrin) A study into Victorian transport. Old and new modes of transport linked to Victorian era timelines of transport. George Stephenson – Rocket 1781 - 1779</p> | <p>Changes within living memory Food Innovation Cultural environment and social history Historical enquiry History of school meals – are they better now? Using historical skills to answer questions about the past. A study into food through time in Britain. Food choices over time. Celebration food changes over time. Cooking utensils changes over time. Food packaging and advert changes over time. Events beyond living memory. History of farming. Use of different transport on a farm. Tractors, farming machinery, animal power on the farm. How has this changed over time. Significance of growth in towns and railways for moving farm food production of food has changed over time. Local study – visit a farm</p> |



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|---------------|--|--|--|
| Year 2 | <p>Events beyond living memory Great fire of London Event of significant importance nationally. Main events and consequences. Understanding where and when the fire took place. Investigating the story. Investigate what Samuel Pepys wrote. Evidence. Sources Investigate how the fire changed London. https://www.fireoflondon.org.uk/game/ https://www.youtube.com/watch?v=VarSSAwiiimU</p> | <p>Significant people Florence Nightingale and Mary Seacole People who have contributed to national and international achievements. To find out how people become famous, past and present. Find out about Florence’s life and work. Order events. Record what they have learnt. Write a letter as Florence using facts learnt and historical language. https://www.bbc.co.uk › true-stories-florence-nightingale https://www.youtube.com/watch?v=XkoaMawiZ-o Mary Seacole – portrait evidence, sources. Order events of Mary’s life. Record events of her life and use historical language. https://www.youtube.com/watch?v=uavk4N2Nk9s</p> | <p>Summer 1 - Seaside holidays in the past Changes within living memory Changes within living memory. Contrasting past and present. Magic Grandad https://www.youtube.com/watch?v=RZIL77ZfXkl https://www.youtube.com/watch?v=zWgnpY4L9so https://www.youtube.com/watch?v=exFmclMjKsw Oh I do like to be beside the seaside. What are holidays? Own experiences Promenade – comparing past and present. Beach – changes Entertainment – compare Evidence, sources</p> <p>Summer 2 – The Stone Age The hunters of Doggerland Hunters and gatherers What does <i>pre-historic</i> mean? Skara Brae Stonehenge How was Stonehenge built?</p> |



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|--|---|
| Year 3 | <p>Autumn 1 – Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p>Disciplinary focus: change/continuity <i>How much did Ancient Egypt change over time?</i></p> <p>Autumn 2 – Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (reinforce geography knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion & Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).</p> <p>Disciplinary focus: similarity and difference <i>How similar and how different were Ancient Egypt and Ancient Sumer?</i></p> | <p>Spring 1 – Indus Valley Civilisation What kind of settlement was this? a system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings & scriptures (links with Autumn 2 Religion & Worldviews) evidential basis - how do we know? archaeological finds Why did settlements spread over such a large area?</p> <p>Disciplinary focus: evidential thinking <i>How do we know about the Indus Valley civilisation?</i></p> <p>Spring 2 – Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Greco-Persian wars, inc. battle of Marathon Athenian democracy and empire, Peloponnese War Greek religion – gods and goddesses</p> <p>Disciplinary focus: similarity and difference <i>What did Greek city-states have in common?</i></p> | <p>Summer 1 – Ancient Greece Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, inc. epic poetry – inc. Homer. Tragedy in Greek theatre Ancient Greek language Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Disciplinary focus: evidential thinking <i>What can sources from Ancient Greece tell us?</i></p> <p>Summer 2 – Alexander the Great Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death. Alexander the ‘Great’? Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p>Disciplinary focus: causation <i>How did Alexander the Great conquer so much?</i></p> |



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|---------------|--|--|--|
| Year 4 | <p>Autumn 1 – Roman Republic The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p>Disciplinary focus: causation <i>How did Rome become so powerful?</i></p> <p>Autumn 2 – The Roman Empire Roman army Julius Caesar, the early emperors (including Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p>Disciplinary focus: evidential thinking <i>What can sources reveal about Roman ways of life?</i></p> | <p>Spring 1 – Roman Britain The ancient Britons – a land of diversity, a land of migrants (e.g. Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p>Disciplinary focus: change/continuity <i>What changed in Roman Britain?</i></p> <p>Spring 2 – Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> <ol style="list-style-type: none"> 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine and founding of Constantinople. 3. Fall of Rome in 5th century. 4. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 5. The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6. Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity. <p>Disciplinary focus: similarity/difference <i>How did rulers change Christianity</i></p> | <p>Summer 1 – Islamic civilisations (1) – Arabia and early Islam Arabia before Muhammad; Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: causation <i>Why did Islam spread so far and so fast?</i></p> <p>Summer 2 – Islamic civilisations (2) – The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p>Disciplinary focus: similarity and difference <i>How did worlds come together in Cordoba?</i></p> |



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|---|---|
| Year 5 | <p>Autumn 1 – Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek. The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance. Disciplinary focus: causation <i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p> <p>Autumn 2 – Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia. How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo. Disciplinary focus: evidence <i>How have historians learned about Anglo-Saxon Britain?</i></p> | <p>Spring 1 – Vikings in Britain (1) (Aethelflaed, Lady of the Mercians) The first Viking raids and invasions King Alfred of the Kingdom of Wessex The ‘Great Heathen Army’ Alfred in Athelney Alfred’s victory over Guthrun, Guthrun’s baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia. Aethelflaed & Aethelred take on the Vikings. Aethelflaed & Edward build burhs and press into the Danelaw. Disciplinary focus: change/continuity <i>How did the Vikings change England?</i></p> <p>Spring 2 – Norse culture including sagas, art, poetry, folklore. Nordic gods, goddesses, stories and customs. Beowulf – depth What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics like Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion) Disciplinary focus: similarities <i>What connections* and similarities did the Norse peoples have with other peoples?</i> *both direct interactions with people, e.g. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics.</p> | <p>Vikings in Britain (2) Aethelflaed and Edward press into the Danelaw. Athelstan and the unification of the kingdoms: origins of England. The Vikings in Scotland “Edgar the Pacifier” and the assimilation of Vikings Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). Britain’s ‘Second Viking Age’ up to 1066. Disciplinary focus: change/continuity <i>How did Christianity change as it travelled?</i></p> <p>The Maya This will use geography learned so far: how land and climate shape cultures; how cultures shape the land. It will also build on evidential thinking developed so far – uses of diverse types of sources, their interpretation and critique. Disciplinary focus: evidential thinking <i>How do we know about the ancient civilisations of central America?</i></p> |



History Curriculum – 2023-2024

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|-------------|--|
| Year 6 | <p>Local history study – WWII impact on Liverpool A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A significant turning point in British history.</p> <p>Starting with a timeline of key events, children begin to build their understand of the chronology. Subsequently, an ‘information run’ aids the children’s understanding of primary and secondary sources. Learning about children during the war, they write a letter from the perspective of an evacuee, linking into the next lesson of The Blitz, analysing sources and creating a fact file. Then, children learn about rationing and propaganda. Wow day with Mr B – sources and work of the air raid warden. Investigation of the Battle of Britain, exploring Winston Churchill’s perspective of few defeating many, “Never was so much owed by so many to so few” and why Britain won. After that, another analysis of whether the famed Dambusters were as successful as they were publicised or whether they were more costly. Finally, learn about Christmas during the conflict.</p> | | <p>Victorian Liverpool A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A significant turning point in British history.</p> <p>Beginning with a Victorian timeline, children learn who was Queen Victoria. Then, they learn what was life like for poor children in Victorian times, what changes took place for Victorian children and what work Victorian children did. Subsequently, Victorian inventions, focusing particularly on the Victorian transport revolution, thinking about how transport changed during the period from the first steam to powered railways. Finally, the Crimean War, revisiting the influential and inspirational figures: Florence Nightingale and Mary Seacole.</p> |